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ABSTRACT

The Project Social Studies Curriculum Center at the University of Minnesota developed this teacher's guide for an eighth grade course on Our Political System. The course, part of an articulated curriculum for grades K-12, draws heavily upon political science while using concepts from other social sciences. The emphasis is on decision-making at the level of the individual voter as well as at the level of interest groups and governmental institutions. Most units are developed with the use of case studies. The course is divided into the following six units: Overview of Our Political System; Political Parties and Elections; Executive Process; Legislative Process; Judicial Process; and Decision Making at the Local Level. An introduction to the teacher's guide includes behavioral goals, skills, key concepts, rationale, and teaching strategies. A unit by unit outline of content, a description of the place of the course in the overall curriculum, the unit format, and the adaptation of resource units to specific classes are described. Details on preparation and availability of the materials are followed by charts of the sequential development of concepts and the placement of attitudinal goals. (Author/KSM)

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TEACHER'S GUIDE TO THE
EIGHTH GRADE COURSE
on
OUR POLITICAL SYSTEM

This course is part of an articulated curriculum for grades K-12 and has been developed by the Project Social Studies Curriculum Center at the University of Minnesota.

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GOALS FOR JOURSE

The resource units make it clear that the eighth grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with objectives for the course as a whole, except for those in the unit on the Middle East which is taught only every other year. Charts appended to this guide indicate more specifically the way in which goals are developed in the different units.

Behavioral Goals Related to Values

The eighth grade course was developed with a view to helping pupils develop most of the scholarly values identified by the Center's staff as goals for the entire social studies program. It was designed also to develop a number of attitudes related to public values or the ground rules for the operation of a democratic society. It should be noted, moreover, that some of these attitudes are basic to an overall value which has not been stated for each unit--the value of human dignity. Most pupils will come to the course with a fairly-well developed value for human dignity as a result of previous experiences at home, in school, in church, and in their many informal groups. Probably the more specific values of this course will develop as pupils see the need for certain things in order to protect this major value. However, the content used to teach these other values, such as those related to procedural safeguards, freedom of thought and expression, equality of opportunity, and protection of minority rights may also help reinforce pupils' attitudes toward human dignity. Certainly, the value for human dignity is closely related to two behavioral goals stated in several of the units--those of evaluating both institutions and proposals in terms of their effects upon human beings.

The ninth grade course is also designed to develop several attitudes which are likely to arise from the study of social science content. For example, several of the units try to help pupils develop a scepticism of single-factor causation in the social sciences and of panaceas for curing problems. The course is also aimed at developing several attitudes more specific to the content of this course, such as attitudes toward politics and politicians, compromise, and law and order. Since these particular goals were not stated as overall objectives for the entire curriculum, they have not been listed as goals for the different units. However, they have been important in the development of the course. Their relationship to some of the broader goals for the curriculum as a whole is indicated in the chart at the end of this guide.

It should not be thought that some of the goals are neglected merely because there is no check against them under a specific unit in the chart. The checks indicate those units where the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checked.

Skills

This course attempts to develop many skills. A large number of these are related to methods of inquiry. Many of these are introduced in the second unit in

connection with the study of how political scientists study political behavior. It should be noted that the units are designed to develop a number of skills related to evaluating sources of information.

Most of these skills are not introduced for the first time in this course. Many of them should be refined but have been introduced in either the seventh grade course, or, in a much less sophisticated way, in early grades. Those which are taught in earlier courses are marked by stars in the chart on sequential development of skills on pages 39-44 of this guide.

It should be noted that although some of these skills are not listed as objectives in more than one unit (e.g. taking notes on reading), later units give pupils opportunities to practice and improve the skill. Teachers may find that they should work intensively on the skill in a number of units. They should then list it as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are the thinking skills related to inquiry and critical evaluation.

Other skills are also listed for more than one unit. However, the teacher may decide to postpone teaching a skill in the first unit in which it is listed. Or he may feel that it is unnecessary to teach it to all pupils in the second unit in which it is found, even though he may think it wise to work on the skill with a small group of students who still need help on it. For example, techniques of skimming to locate information might be reviewed with only a few pupils who need extra help in units 2, 4, 5, and 6 if the teacher has taught the techniques thoroughly in unit one. If he has omitted the procedures to teach the skill in that unit, the skill should be taught in at least one of the later units during the year, preferably the next one in which it is mentioned.

Goals Related to Concepts and Generalizations

This Center has chosen to identify important concepts and generalizations from the various social sciences and has tried to provide for sequential development of them in the K-12 curriculum. This course is focused upon concepts from the field of political science, although it also draws upon concepts from some other fields. The units are designed to teach pupils a number of important concepts and generalizations which will have transfer value--which will help them analyze data in the future. Taken as a group, the political sciences, concepts and generalizations might be said to constitute one possible structure for the discipline. However, there has been no attempt by the Center to set up a structure of concepts and generalizations which is all-inclusive or grouped around only four or five major concepts, ideas, or analytical questions. The staff's point of view about structure in the social sciences and its place in the social studies program is presented in background papers #'s 1 and 2 . Teachers should read the background paper on political science, which is appended to this guide, for one possible structure for the field of political science as well as for conflicting theories in the field. The teacher is also referred to that paper for a more detailed examination of the concepts and generalizations to be taught in this course and the framework which is employed.

The following list includes some of the more important concepts and indicates very briefly some of the ways in which they are related to each other. They could be divided into concepts for structures or components of the political system and those related to processes which connect these structures. Components for our political system would include political culture, political individuals, political voluntary organizations, governmental bodies or institutions, and political leaders. The other concepts relate to processes which connect two or more of these components of the system. For ease in reading, the concepts are presented in list form. The description for each concept shows some of the relationships with the preceding or following concept. The chart on pages 26-28 shows the units in which each concept is taught and indicates with stars those which have been taught in earlier courses.

Key Concepts

1. Political culture including norms, attitudes, interests, values, ideology and goals which are developed by both political socialization and political communication.

2. Political socialization or the process by which the individual learns a political culture while growing up and as a result of later experiences. This process is accomplished in part by political communication.

3. Political communication is the transmittal of information about the political system and political events. It is selective, in that it communicates only certain things. Individuals know the political system as a set of images and pictures created for them by communicators.

4. The political individual or the individual who has learned a political culture through political socialization and communication. He has developed certain political role perceptions, norms, attitudes, values, interests and goals.

5. Political conflict arises out of differences in political culture among individuals and groups, particularly out of differences in interests and goals. The conflict arises because of scarcity or the impossibility of achieving all conflicting goals. Conflict becomes political when people turn to political activity within the political system to try to gain their ends.

6. Political activity arises because of conflict; it involves many types of behavior aimed at gaining the support of the political system for achieving goals and winning conflicts.

7. Political voluntary organizations arise from attempts to agglomerate the influence and power of individuals as they struggle to win political conflicts. They act upon decision-makers in governmental bodies.

8. Political leadership arises within political organizations and governmental bodies because of the necessity for delegating authority within large groups. The leadership of any group faces problems involving strategy in achieving goals and building or maintaining group morale. The leadership is recruited and selected in a variety of ways and usually has more power than other members.

9. Political institutions include both the formal governmental structures and informal norms of political behavior. They affect decision-making

by limiting or granting access to decision-makers, setting the legal powers of decision-makers, informally distributing power among decison-makers, setting the procedures of decision-making, and setting the norms to be followed by decision-makers and those who try to influence them.

10. Decision-making is influenced by many factors. In a democracy, it is shared by many individuals and groups. The need for decision-making arises out of conflict; the aim is to achieve accommodation or conflict-resolution. Decision-making by governmental officials results in public policy or allocation of scarce goals.

11. Accommodation or conflict-resolution may result in compromise or in one party to the conflict giving in completely.

12. Public policy or law is the result of decision-making by governmental officials. It becomes part of the political culture, and it affects the various components within the political system. Once made, public policy must be enforced. Enforcement again involves decision-making and attempts to influence decision-makers.

13. The political system consists of the various components (political individuals, political individuals, political organizations, governmental structures, political culture) and the relationships among them. Each component affects the others.

14. The international system consists of the components of the different national political systems and international organizations and the power relationships among them.

Teachers are reminded that this course draws upon some concepts outside of the field of political science. These concepts are also listed in the chart appended to this guide, along with some of the other political science concepts which are taught but which are not considered as important as the ones listed above.

The Rationale for the Number of Objectives

These resource units differ from many units in part because of the large number of generalizations and skills to be taught. The teacher should remember that many of these generalizations and skills are reintroduced throughout the year. The sequential pattern from one unit to the next can be seen in the charts at the end of this guide. Moreover, many of the objectives are reviewed from earlier grades. For example, concepts such as conflict, accommodation, socialization, and role are sociological concepts which political scientists have borrowed and used in trying to help answer questions about our political system. If pupils have studied the seventh grade course, they should be able to apply these concepts to new data with only a little help. It should also be remembered, that most of the objectives for the eighth grade course are taught again in later grades through different content.

The fact that many of the concepts and generalizations are included in a number of the units and again in later grades means that it is neither wise nor necessary to spend too much time trying to develop fully each generalization in any one unit. Rather, pupils should generalize and hold these generalizations as tentative--as hypotheses to be tested more fully as they study other units. For example, they should

hypothesize about factors which affect legislative decision-making early in the legislative unit. They will set up hypotheses on the basis of generalizations which they developed earlier about decision-making by individual voters and by the executive. They should test their hypotheses as they study the first case study in the legislative unit, should generalize as a result of this study, but should hold these generalizations as tentative, to be tested more fully as a result of their analysis of later case studies. As they examine the other materials in the legislative unit, they will modify generalizations, frequently by adding limiting or new factors.

Pupils will also develop an increased number of generalizations about concepts which they have learned in earlier years and earlier units. For example, although they come to the course with an understanding of the concept of role from sociology, they will develop new generalizations which will relate this concept to decision-making by government officials. They will begin the course with some understanding of the concept of socialization, will learn about political socialization as they study the unit on political parties and elections, and will find out both how political socialization affects those who hold government office and that political socialization is a process which continues after people take office.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units before he begins the course. Ideally, he should read through the units, not just the objectives, since some of the generalizations are reinforced in some units but do not appear as major generalizations in the list of objectives. The teacher needs to identify those generalizations which are developed in only one unit and those which are developed within many units. He needs to note in which unit the greatest emphasis is placed upon a particular generalization. With this knowledge, he can determine better the time to be spent on different parts of earlier units.

Teachers are reminded that many of these generalizations will be tested and developed more fully in later courses. In particular, pupils will have opportunities to test them to find out if they are time-bound (in the tenth grade course) and culture-bound (in the eleventh and twelfth grades). The teacher should make every effort to teach pupils that all generalizations should be held tentatively, subject to change in the light of new evidence.

TEACHING STRATEGIES

Use of Inquiry

This course relies heavily upon an inquiry approach to teaching. For a more complete discussion of inquiry strategies in teaching the teacher should read a number of the background papers. Background Paper #1 analyzes in more detail the Center's point of view about inquiry as a teaching strategy and what inquiry involves. Background Paper # 10 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods and techniques used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques

which might be taught to pupils in some of the courses.

The eighth grade course emphasizes a teaching strategy which encourages pupils to find out things for themselves rather than one which empahsizes the absorption of generalizations presented ready-made by the teacher or a book. Pupils are asked to set up hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they think that this might be so. Inquiry also involves gathering data, evaluating sources, testing their hypotheses,and generalizing from their findings.

Teachers should encourage pupils' guesses as being as worthwhile at some stages of thinking as are statements which present a commentary on facts found in books, articles, or films, or upon the result of simulation games. At other times pupils should be asked to look for things which can be used to test their hypotheses. They should learn that an untested opinion of a non-normative nature is not as good as a tested opinion or generalization. Even at this stage, however, pupils should be rewarded for developing new ideas about possible hypotheses or for asking relevant questions which have not been raised earlier. Whether or not pupils will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes," or "right," or "good" when a pupil presents an idea which the teacher considers good. Rather, the teacher may wish to suggest that it is a new or interesting idea and ask for other ideas from the class. Then pupils can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the pupil has arrived at a "correct" answer.

At times pupils may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data and knowledge in the social sciences. If so, the teacher should not feel obligated to correct them immediately. Rather he should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for pupils to over-generalize and later discover that they must modify their generalizations. This experience should help them learn the need to hold generalizations tentatively.

When pupils arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that pupils should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations which may be time-bound or culture-bound and which need to be limited to the present-day situation in the United States?

If the answer to either question is "yes," it may be wise to let pupils hold these generalizations tentatively but to remind them they should think of them as hypotheses to be tested in later units. This is probably the procedure to use if the generalization

represents an overgeneralization which does not take into account some of the more sophisticated limitations which a social scientist or even an older student might place upon it. However, the teacher should emphasize throughout the course that pupils will have opportunities in later grades to find out if these generalizations hold true for other cultures and eras, not just for the United States.

On the other hand, suppose the answer to both questions is "no." The teacher should then spend time helping pupils modify or refine their generalization at this time. Perhaps he can call their attention to data which they have already encountered but ignored. He can ask them to look at this data again. On the other hand, pupils may need additional data in order to see that they must reject or modify a generalization. Rather than telling pupils that their generalizations can be contradicted by data, the teacher might confront them with data and examples (orally, in readings, or in pictorial or graphic form) which will lead them to modify their generalization themselves.

Use of Varied Strategies

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategey. Some skill goals call for having pupils learn to evaluate sources of information. Such goals cannot be met unless pupils use a wide variety of materials which present differing points of view or ready-made generalizations.

Other goals call for teaching pupils how to use certain kinds of references, how to skim to locate information, or how to read for main ideas. Each of these skills call for the use of published materials, many of which will present generalizations or points of view.

Still other goals call for developing various listening skills or interview skills. Pupils might develop these skills by listening to the teacher, to outside speakers, or to pupil reports and small group presentations and by going into the community to ask adults about their views on certain questions. As pupils read or listen to others, they should evaluate the ideas against other data, discriminate between normative and non-normative statements, identify basic assumptions, etc. and use the data they find to either stimulate new hypotheses for testing or to test earlier hypotheses.

At times the teacher may wish to use an informal lecture to present certain facts, but he can then ask questions to help pupils arrive at their own generalizations from these facts. Indeed, he can intersperse questions and discussion with his presentation. The purpose of such an informal lecture is to give pupils the raw data from which they can develop concepts and generalizations--information which perhaps is difficult for them to find elsewhere or to read for themselves or which can be presented more quickly in this fashion. The informal lecture should seldom present ready-made generalizations. Thus it is a far cry from the well-organized lecture which begins with a thesis and then develops it.

Clearly, the development of varied goals requires varied teaching strategies. The strategy used in each instance, however, should be appropriate to the specific objectives to be achieved.

Use of Case Studies

It is because of the emphasis upon a teaching strategy to promote inquiry that the staff decided to use case studies in teaching this eighth grade course. These case studies provide narrative material and data which permit pupils to generalize. True, some generalizations are presented. More generally, pupils are asked questions designed to help them generalize or apply previously-learned concepts and generalizations. (Except at ends of sections, questions are set off by being typed in capital letters.) Thus the material differs greatly from the typical textbook which presents generalizations and then supplies concrete examples and other evidence.

It should be noted that most of the case studies and a few of the other materials have been prepared in three different forms. Form A is for better readers, Form B for average readers, and Form C for poorer readers. The easier forms tend to have shorter paragraphs, shorter and less complicated sentences, more explanations of terms, and more examples to illustrate ideas which better students are likely to either know already or be able to learn with less explanation. The case studies for poorer readers are not shorter than the others; rather they provide the fuller treatment and explanation which are needed to make the material easier for pupils to read with comprehension.

Although each form of the case study includes the same general parts, each level includes some content which is not found in the others. The form for better readers includes material and examples which may be more complicated. The easier forms substitute other data and examples which may be easier to understand. For example, Form A of the Gideon Case includes more information about court precedents related to the right to a lawyer. All forms of a case study provide the data from which pupils can develop the same major concepts and generalizations.

To use the three forms, the teacher needs to read all three carefully, noting differences in examples and content. He should probably make a list of those things found only in Form A, another of those things found only in Form B, and a third of those things found only in Form C. After identifying the reading ability of different members of the class, he should attempt to provide each pupil with the appropriate form. He does not need to explain that the forms are on different reading levels, although pupils may detect the difference before long. To begin with, he can tell them that these cases are fairly long and that each includes some material which is not found in the others. By pooling the information in class, pupils will not have to read so much as though all of the information were included in one form. The teacher will need to keep track, perhaps on a list kept on his desk, of which pupils are reading which forms in each class. He can then draw pupils into discussions by asking questions related to data presented in the forms they are reading. Since the poorer readers will soon discover that they know some things which better readers do not know, they are more likely to enter into the discussion than when all pupils are reading the same material.

Some teachers worry about having pupils read different materials. They may believe that all pupils should have read something in common as a basis for discussions or for tests. The different forms of a case study focus upon the same concepts and generalizations and provide a good deal of the same information. If

teachers do not test for detailed facts from the case studies, pupils will not be at a disadvantage because of the form which they read. Certainly, tests should evaluate the goals of the program. They should test for the ability of pupils to understand and use concepts and generalizations, not on the details of the narrative which are included only because they supply data needed in order to generalize. The details of the Cuban missle crisis of 1962, for example, are included in order to provide the data from which pupils can generalize about the factors affecting executive decision-making and the limitations a president faces as he makes foreign policy decisions. Evaluation of pupils' learning from this case study should focus upon concepts and generalizations, not upon the details of the crisis or the history of U.S.-Cuban relations.

FOCUS AND DIMENSIONS OF THE COURSE

This course focuses upon how our own political system operates and how citizens affect its operations. The emphasis is upon decision-making--at the level of the individual, at the level of interest groups and political parties, and at the level of government officials. The approach is behavioral rather than structural. That is, it focuses upon factors which influence the behavior or decisions of people as voters, members of groups, or members of governmental bodies. However, pupils are also taught how government structure affects power relationships and decision-making. The course also attempts to show the political system as a system in which all components or parts are interrelated in various ways.

The eighth grade course draws most heavily upon the discipline of political science. Nevertheless, it does not ignore all of the other social science disciplines. Present-day political scientists make heavy use of concepts and techniques of inquiry from sociology. Therefore, this course must do so too if it is to mirror modern political science. Indeed, the course has been placed after a seventh grade course which focuses upon sociology so that pupils can draw upon sociological concepts as they study political behavior.

There is another way in which this course is interdisciplinary. Some of the case studies focus upon problems and topics which are studied primarily by the sociologist. Although case studies have been developed with the primary purpose of providing raw data from which pupils can generalize about political processes, topics for case studies have been selected with other criteria in mind. First, topics have been selected because they were thought to be interesting enough to eighth grade pupils to hold their attention and lead to an interest in the political process. Second, topics were chosen because they were though to be related to important problems which face and will probably continue to face Americans for some years to come. Third, some of the topics were chosen because it was thought that they dealt with value conflicts which pupils needed to analyze if the attitudinal goals of the staff were to be realized.

Several examples may illustrate how these criteria have affected the choice of topics for the case studies. Many cases could have been used to teach something about the legislative process. However,

the staff decided to focus upon civil rights cases. Most eighth grade pupils are already interested in or can be interested in civil rights. The civil rights struggle is of overwhelming importance in today's America and unfortunately the problems which give rise to it are unlikely to be resolved in the next few years. Moreover, the topic of civil rights deals with value conflicts which relate to the ground rules of a democracy. Pupils may develop certain attitudes as well as knowledge about civil rights and political processes.

Many cases could be used to teach pupils about the judicial and executive processes. The staff felt that civil liberties cases met the criteria better than other kinds of judicial cases. Several of the case studies on the executive process were selected because they can teach pupils something about international relations as well about executive decison-making. They also have great interest for eighth grade pupils. Thus, although the case studies are designed to teach about our political system, they are also designed to teach pupils about important trends or problems facing American people. Consequently, they involve a study of some topics analyzed by sociologists.

As conditions change, new case studies can be substituted to teach the executive, legislative, and judicial processes. In this way the curriculum can be kept up-to-date in terms of trends and problems of the world while still retaining a basic framework for the study of our political system.

The eighth grade course draws upon the field of anthropology for some of the material in the overview. Political scientists have paid little attention to the political systems of primitive societies. However, some study of primitive law and government provides such a sharp contrast to our own that it helps pupils understand more clearly the need for law and government as well as the relationship of law and government to non-political institutions and the culture as a whole. This material has been included at the beginning of the year in part because some eighth grade pupils are going through a stage of revolt against authority and may come to the course thinking of laws and government only in a restrictive sense. Until they see the need for law and government, there is little purpose in attempting to have them study our political system.

Finally, the course draws heavily upon all of the social sciences in non-election years when an area study of the Middle East is taught. This unit and its place in the course are described later in this guide.

GENERAL OUTLINE OF THE COURSE

The course on "Our Political System" includes the following units. It should be noted that the second unit is to be taught in differing degrees of depth in election and non-election years. The unit on the Middle East is to be taught only in non-election years. This variation in alternative years is explained below.

Unit 1: Overview of Our Political System

The unit analyzes political conflict, compromise, and the need for government and law. It examines American

political ideals and contrasts them briefly with other political ideologies. It provides an overview of our federal structure and of our theoretical system of separation of powers. These facets of our political institutions are contrasted briefly with unitary and parliamentary systems. The unit establishes questions to use in examining decision-making in later units. It establishes questions to use in evaluationg political institutions against American ideals.

This unit has three main purposes: (1) to help pupils understand how conflicts among individuals and groups give rise to the need for law and government; (2) to provide pupils with some overall picture of the components of our political system and some of their interrelationships so that pupils can fit what they study in later units into this overall picture, and (3) to establish both normative and non-normative questions which pupils should ask as they examine the political system in more detail.

Although much time could be spent on the unit, it should be treated as an overview. The concepts and ideas introduced in it will be reinforced and studied in much greater depth in later units. For example, the concepts of political conflict and accommodation recur in each unit. Pupils will study the executive, legislative, and judicial processes in separate units. The idea of separation of powers is analyzed in detail in each of these units. Moreover, pupils study ways in which federalism affects our system of government in every unit during the year. Consequently, the class should spend no more than four weeks on this overview in unit one.

Unit 2: Political Parties and Elections

This unit focuses upon political decision-making by voters as individuals and as they try to agglomerate their power by acting through political parties and interest groups. It analyzes political behavior and institutional factors which affect decision-making.

The unit begins by introducing pupils to problems related to political parties and elections before they study any aspect of the unit in more detail. There is then an attempt to show pupils that individual effort can count in the political process. Finally, pupils turn to a more detailed analysis of the unit topic, including possible reforms. Pupils analyze past and proposed reforms in terms of: (1) their past or probable effectiveness in achieving the goals perceived for them, and (2) possible problems which these reforms have or might raise--the unintended effects. In other words, the unit is problem-oriented.

During the course of their study, pupils are introduced to ways in which political scientists study voting behavior. They learn about sampling techniques and problems arising from interpreting data, including findings from correlational studies. Pupils then evaluate and interpret the data from a number of studies dealing with voting behavior and political socialization. They are asked to set up hypotheses about such behavior and to check these hypotheses against data in numerous tables. They are asked to figure out the limitations of the data in the tables and to identify other kinds of information needed before arriving at conclusions.

This unit is to be taught in a much condensed form during years when there is no national election. During such years, pupils are to turn to an area study of the Middle East at the end of the year. (See below.) This area study is also taught in the ninth grade in non-election years.

In election years, the area study is omitted at both grade levels and pupils study the current political campaign and election. In the eighth grade they do so as an integral part of this unit on Political Parties and Elections. In the ninth grade they review some of the things they have learned in the eighth grade unit, apply what they have learned to the current election, and deepen their understanding of political behavior, political parties and elections. They do this primarily through intensive current affairs study, rather than in a separate unit.

Those who teach this unit on Political Parties and Elections in non-election years will naturally omit the suggestions for studying the current election campaign. They will also study voting behavior and political party activity in less depth, since pupils will study them in more detail the next year during a campaign, when interest should run higher and numerous current examples can be identified. In non-election years, the eighth grade teacher should keep a record of what he does and does not cover for use by the ninth grade teachers the following year. Even in non-election years it is essential to deal to some extent with political socialization, voting behavior, the role of political parties and interest groups, difference of opinion within each major party, the decentralized nature of our political parties, and the role of election in a democracy.

Unit 3: The Executive Process

This unit focuses upon factors influencing and limiting executive decision-making. Although the greatest emphasis is upon Presidential decision-making, attention is also given to decision-making at the state and local level. In addition, the unit helps pupils understand how members of the executive branch may be involved in both the legislative and judicial processes and how legislators and judges in turn are involved in the executive process.

Although pupils have been introduced to the factors affecting decision-making by voters, this unit sets up a decision-making matrix to be used as pupils study each of the later units. Pupils analyze a number of factors influencing and limiting decision-making by executives. In later units they try to find out whether similar factors influence and limit other governmental decision-makers.

The unit relies heavily, although not completely, upon the use of case studies which provide narrative data from which pupils can generalize about decision-making. Pupils study two examples of foreign policy decision-making. The first was Truman's decision to drop the atomic bomb at Hiroshima. The second case study on Cuba contrasts Kennedy's Bay of Pigs and Quarantine decisions. The unit also deals with two cases related to domestic issues. One focuses upon Eisenhower's decision to send troops to Little Rock during the school integration crisis after Governor Faubus had decided to use the national guard to keep Negro children out of a formerly all-white high school. The other deals with the decision of Governor Freeman of Minnesota to use the national

guard and declare martial law in a city where violence had broken out during a strike. These two cases permit pupils to contrast decisions by two governors who both used the national guard. In addition, pupils learn about how different administrative agencies may clash as they study Truman's decision to close off sections of a national forest area to planes. The unit also calls for the analysis of any current executive problem; pupils analyze such problems by applying what they have learned about decision-making in the other cases.

This unit makes it fairly clear to pupils that decisions do not always involve choice between black and white, good or bad alternatives. Pupils discover that frequently the President or any executive must choose between several alternatives, neither of which he may like. He must frequently act without as much information as he would desire, and he is limited by the time available to him as he faces the many different decisions which impinge upon him constantly in a job of enormous magnitude. Pupils can also see how his many different roles may conflict and how different role perceptions affect presidential decisions.

This unit should be taught before the one on the legislative process for several reasons. Pupils find it easier to analyze decision-making by one or a few men first than to do so when many more people are involved as in the legislative process. Furthermore, pupils tend to identify with executive decision-makers more than with congressional decision-makers and so became more interested in the political process.

Unit 4: The Legislative Process

This unit focuses upon decision-making by individual legislators and by a legislature as a whole. However, it also helps pupils see that the legislative process is not carried on solely by the legislative branch of government and that the legislative branch plays a role in non-legislative functions. The main emphasis in the unit is upon decision-making in Congress, although attention is also paid to decision-making by state legislatures and local legislative bodies.

The unit makes use of a variety of materials. Like the executive unit, it draws heavily upon fairly long case studies which provide the narrative data from which pupils can generalize. For example, pupils study the passage of the Civil Rights Act of 1960, the attempt to change the Rules Committee in 1961, and the passage of the Civil Rights Act of 1964. In each case, pupils see the influence of public opinion, voters, and interest groups upon the legislative process.

Other types of materials help pupils understand role conflicts facing legislators and the effects of institutions upon power relationships and legislative decision-making. For example, pupils examine data from a study of role perceptions of state legislators. They analyze the composition of the House of Rules Committee over a period of years in terms of representation by region, safe versus competitive districts, and rural versus urban districts in order to understand better the way in which the make-up of this committee affects legislation. Pupils examine the districts and voting patterns of committee chairmen in order to study the effects of seniority upon legislative decision-making. They analyze the background of congressmen in order to identify possible influences upon their decisions.

As pupils study all of these materials they not only test earlier ideas about factors influencing decision-making, but they see clearly how political conflict arises in our society, how a legislature attempts to resolve conflicts, the importance of compromise in our political system, the role of political leaders, and the ways in which different parts of the political system affect the other parts. They also analyze some of the proposals made for legislative reforms.

Unit 5: The Judicial Process

This unit was designed with two major purposes in mind. First, it helps pupils understand judicial decision-making. Pupils test earlier generalizations about factors influencing decision-making by judges. They also find that judges help make laws and that the judicial function is not carried out solely by the courts.

The second major purpose for the unit is to teach pupils more about the rights guaranteed to citizens by the federal constitution. This purpose is accomplished in part by the choice of the long case studies which are used to teach pupils about the process of judicial decision-making. For example, pupils study the Gideon case which deals with the right to a lawyer in state courts. It illustrates the extension of certain rights guaranteed in the U.S. Constitution to defendents brought before state courts. The case also illustrates the problems arising in trying to weigh several values in the decision-making process. In this case the conflict is between individual rights and rights of states within the federal system. Pupils also study the Irvine case which involved electronic eavesdropping by the police and the failure of the police to secure a search warrant. This case, too, illustrates the ways in which federalism has affected our court system and how our constitution has been modified by judicial interpretation.

Other materials and cases are also used to teach pupils about the bill of rights. For example, pupils analyze a series of first amendment cases. These cases are presented in brief form. They put the pupils in the position of trying to decide what decision they would make if they were the Supreme Court Justices. In addition, pupils study other materials which describe and analyze procedural safeguards for those accused of crimes.

Pupils have a chance to analyze some of the kinds of data collected by political scientists as they study judicial decision-making. For example, they examine data which permits them to assess the impact of different types of systems for selecting judges. They examine data to assess the possible effects of attitudes of judges upon their decision. They also analyze data comparing jury and bench decisions.

Like some of the other units, this unit has its problem aspects. After studying the operation of the system, pupils analyze a number of reforms which have been proposed for the administration of justice. They also have many opportunities to discuss some of the current conflicts over the rights of police and the public as against rights of those accused of crimes.

Unit 6: Decision-Making at the Local Level

This unit is much shorter than the others. The emphasis is upon having pupils use concepts learned earlier to analyze one or more crucial problems in

their own community. Pupils identify and define problems and examine alternative ways of trying to solve them. They analyze power relationships, political institutions, and decision-making at the local level. They also note relationships with other levels of government. The unit calls for a contrasting study of a problem facing a large metropolitan area in their state if pupils live in a small town.

Unit 7: The Middle East (To be taught only in years when there is no national election.)

When studied in the eighth grade, this unit emphasizes two themes: (1) foreign policy decision-making in our relationships with Middle Eastern countries, and (2) Middle Eastern political systems as compared with our own. The unit provides for the additional analysis of questions related to geography, history, economics, and sociology as pupils try to understand the Middle East and consider problems related to making decisions about our policies toward the countries of this area.

Summary

At the end of the year it is wise to take at least a week for some kind of summary of the year's work. Pupils might look once more at the chart on our political system in Sorauf's background paper. They should discuss what they have learned about our political system in terms of the relationships which are shown or which might be added to this chart. Pupils might make more elaborate charts of their own to show the complexities which cannot be shown easily on an $8\frac{1}{2}$ x 11 inch piece of paper.

Pupils should summarize what they have learned about the decision-making process. Perhaps they might be given the essentials of some current case and asked what questions they would ask in trying to analyze the factors influencing the decision.

Similarly, pupils might be asked to summarize what they have learned about influence and power. They should suggest questions which they would ask about sources of influence and power as they study any new political conflict or legislative body.

Pupils might summarize what they have learned about political leadership. They could be asked to indicate some of the kinds of questions which they would ask about leadership in any political group or governmental body.

The class should probably look once more at ideas introduced in the overview concerning conflict and the need for government and law. Do they still agree with statements which they made at the end of that unit? Have they changed their minds at all about conflict, the need for law and government, and political compromise? Have they changed their minds about politics and the role of politicians in a democracy?

Pupils should review the basic tenets of democracy, including the role of the individual. They should look now at the total political system rather than at just one part (as they have in each unit) and try to evaluate it in terms of democratic ideology. By the end of the year pupils should have learned that our country does not always live up to its ideology. Hopefully, they will have realized that the struggle to do so is never-ending and depends in part upon the efforts of people in each generation.

The case studies and other materials which they have examined will have illustrated, however, that progress has been made in reducing the gap between reality and ideology. In years in which pupils study the Middle East, pupils can make more detailed comparisons among political ideologies than is possible as a result of the study of the first unit alone.

In connection with this discussion, the class might be asked to generalize about causes of social problems, about reforms and reform proposals, and about the kinds of choices which frequently face individuals and government officials. Hopefully, pupils will have developed some scepticism of panaceas and will have learned that many reforms have led to unintended consequences--to unpredicted problems of other kinds. However, this scepticism of panaceas need not lead to a scepticism of any and all attempts to bring about improvements. It should make pupils more hard-headed in their analysis of proposals and the kinds of choices available to decision-makers. It should make them less quick to jump to conclusions or to think of political affairs in terms of a black-white, good-bad dichotomy. They should have learned, for example, that at times decisions must be made between two or more alternatives, no one of which either the decision-makers or pupils consider good. Hopefully, as pupils discuss our political system in terms of American ideology, they will recognize shortcomings without disallusionment or cynicism, will recognize the strengths in the American system as measured by their own basic values, and will recognize the role which citizens can play in a democracy.

THE PLACE OF THE COURSE IN THE OVERALL CURRICULUM

It is important for teachers to understand how this course fits into the rest of the Center's curricular framework. If pupils have come through the Center's courses for the elementary grades, they will have made a comparative study of a number of families and communities around the world. They should have developed many ideas about culture as a way of life, about the diversity of cultures, about certain cultural universals and the psychic unity of mankind, about culture as learned norms and values, about socialization (including some understanding of the use of negative and positive sanctions), and about social organization. Moreover, they will have learned a little about the need for government and law (in grade three) and that governments and economic systems differ from one country to another (in grade four).

In the primary grades and in the fifth grade geography course, pupils will have studied a number of geographic concepts and skills. They should have developed considerable understanding of the generalization that men use their physical environment in terms of their cultural values, perceptions, and level of technology. They should also understand the interdependence of different communities and countries in terms of resources and goods.

In the sixth grade course on American history, pupils will have studied culture contact, diffusion of culture, and the way in which people take their culture with them as they move to new places. They will also have learned something about the background for current civil rights problems.

Pupils who have studied the seventh grade course should have developed a fairly good understanding of a number of sociological concepts such as culture, norms and values, socialization, role conflict, institutions, conflict, and accommodation. They should also have analyzed aspects of the civil rights problem in some depth, thus providing a background for the study of specific case studies in the eighth grade course. For example, if pupils have studied the project's seventh grade course, the teacher does not need to spend much time in having pupils study some of the movements and incidents which led to the demand for new civil rights legislation. The information in the case studies should be adequate.

The eighth grade course is not intended to be the only course dealing with political science concepts and generalizations at the secondary level. Ninth grade pupils will study a course on "Our Economic System and Socio-Economic Problems." As they analyze problems, they will need to consider the role of the government in relationship to these problems and so will draw upon what they have learned from the eighth grade course. Either at the end of the eighth grade or during the ninth grade, pupils will study the Middle East: its importance in the modern world; the geographic and historical background needed to understand the present; modern political, economic, and social institutions; and the relations of Middle Eastern countries with each other and with other parts of the world, including the United States. They will come to this study only after enough study of their own social, political, and economic system so that they have a basis for comparison. By making such comparisons, they will learn more about their own society and culture as well as about the Middle East. Moreover, they can begin to test some of their generalizations from political science to find out if they are culture-bound or if they hold true in other societies as well as in our own.

In the tenth grade students will study the history of American society. They will use concepts and generalizations from political science as well as the other social sciences to help them analyze the past. They will also expand their knowledge of social science concepts and generalizations. For example, they will study the development of political parties, learn more about political culture and American ideology, learn about factors making for a nation and for stability or instability of a government, and study the role of government in relationship to business. In addition, they will come across data which permits them to test many of the generalizations which they developed in the eighth grade to find out if they held true in the past.

In the eleventh grade, students will study four other areas of the world. Western Europe, the Soviet Union, China, and India. In the process they will study comparative government and more about foreign policy decision-making. The comparison permits them to test generalizations from the social sciences to see if they are culture-bound. By pointing up differences in cultures, it also highlights certain aspects of our own society. This comparative study should help clarify differences in political ideology and between democratic and totalitarian governments. It should help pupils develop a much fuller understanding of parliamentary and unitary forms of government which differ from our federal system and separation of powers.

The twelfth grade course has a number of units which draw heavily upon the field of political science. A unit on Africa South of the Sahara permits further comparison of political institutions, forces pupils to reexamine ideas developed earlier (about political parties, for example), focuses attention on political problems of new nations, and highlights problems in our own foreign policy. Two other units in the twelfth grade focus upon areas in political science which have been treated only in part in the eighth grade. A unit entitled "How Can We Preserve Our Security Without Sacrificing Essential Freedoms?" gives attention to one of the most important problems facing governments throughout history--that of the balance between security and individual rights. This issue was raised in the eighth grade, particularly in the judicial unit, but is developed in far more detail in relationship to different kinds of threats to security in this twelfth grade unit.

Another unit in the twelfth grade focuses upon international relations and problems of war and peace. At present, this unit calls for a study of the Viet Nam war problem as a case study in international relations. Some analysis of this topic is suggested at the eighth grade level in the executive unit, but this analysis differs both in thoroughness and approach from the twelfth grade study. The course in grade twelve builds upon concepts and generalizations from political science which pupils have learned earlier. It also attempts to extend the breadth and depth of students' knowledge about topics and ideas treated in political science.

THE FORMAT OF THE RESOURCE UNITS

The main part of each resource unit is set up in a double-page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The objectives are found in the first column on the left-hand page. This column answers the questions: Why should we use this procedure or teach this content? What should be the focus of the procedure? The second column on the left-hand page presents an outline of content. This column answers the question: What topics should we teach? The first column on the right-hand page includes suggested teaching procedures. This column answers the question: How can we teach these objectives and this content? The final column on materials of instruction answers the question: With what materials can we teach these objectives and this content?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective (s) listed in the column for a single procedure. An objective is not repeated until a different objective intervenes.

The generalizations are presented in the words of the social scientist. Teachers should not attempt to have pupils memorize the generalizations as they are stated. Rather, pupils should be encouraged to generalize in their own words.

It should be noted that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization (s) are listed for a particular procedure, the teacher can direct his handling of the procedure to appropriate ends. As stated earlier, however, he should not feel that pupils should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization but is almost never the only procedure aimed at accomplishing this end, even within the same unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new procedure.

Some of these resource units include two outlines of content. They are needed because of the use of case studies. Each of the case studies can be used to teach many or even most of the generalizations listed as objectives for the entire unit. To build an outline following the order of topics presented in case studies does not provide a logical outline of major generalizations and sub-generalizations which support them. Yet both types of outlines are needed. Therefore, the first outline of content is designed to show the logical relationship of sub-generalizations and data which can be used to support each major generalization. (One or two ideas may be found under several major generalizations, since they can be used to teach both.) The unit should not be taught in the order presented in this first outline. Rather, teachers should follow the general order in the second outline, which arranges topics as they might be studied in class. It is this second outline which is included in a column opposite objectives, procedures, and materials of instruction.

Two devices have been used to clarify the relationships between the first outline and teaching procedures. First, teaching procedures are numbered consecutively throughout the unit. The numbers which are listed after each part of the first outline refer to procedures which can be used to teach each idea. Second, the column of Roman numerals and letters which follows the teaching procedures refers to the parts of the first outline which can be taught by each procedure. By looking at these parts in the first outline, the teacher can do a better job of using the activity to teach important ideas.

The appendix to each unit includes several types of materials. Each appendix includes a background paper by a political scientist on the unit topic. All but one of these has been written by Professor Sorauf, the staff's political scientist. The appendix also includes special exercises or data needed to teach certain procedures in cases in which material prepared for the Project is not extensive enough to warrant inclusion in a separate paper.

The materials column does not include complete bibliographic data nor all of the references which might be used. The bibliographic data can be found in the bibliography at the end of the main body of the unit. The bibliography frequently includes other books and materials which may be used in the unit

but which are not so necessary as those listed in the body of the unit. Teachers are encouraged to add other materials as they are published or suitable materials which are in their school libraries but which are not listed in the bibliography.

ADAPTING RESOURCE UNITS TO SPECIFIC CLASSES

The units provided by the Center are resource units. Naturally, teachers are expected and encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut-and-dried course.

Since these units are resource units, teachers are not expected to use all of the suggested procedures. Indeed, they could not do so in any one class. Rather, a teacher should select and add procedures which are most suitable for each class. He should consider a number of factors as he makes this selection.

1. The objectives which he wishes to emphasize in the unit. Suppose, for example, that a resource unit includes procedures designed to achieve the stated objective of skill in skimming to locate information. The teacher might omit this objective and the procedures if he has decided that pupils in a class need no more help in developing this skill.

2. The general ability level of the class.
For example, in a class with largely low-ability pupils, the overview might be modified to give less attention to identifying the characteristics of a political system. The class might study fewer tables on voting behavior in the unit on Political Parties and Elections. In the legislative unit, pupils might read only one or two of the case studies, not all three. Moreover, the teacher might omit the discussion of the congressional and presidential wings of a political party. If there are a few good students in such a low-ability class, they might be assigned special activities to investigate some of the topics which are omitted for the others.

3. The differing abilities and interests of class members.
This criterion is particularly important in selecting individual and small group activities and reading materials.

4. Previous experiences of pupils in the class.
The selection of objectives, content, procedures, and materials will depend in part upon: (a) previous experiences outside of school, including those resulting from pupils' socio-economic background and their work and travel experiences; and (b) earlier school experiences, including whether or not pupils have come through earlier courses in the Center's curriculum. It will make a difference, too, if some pupils have had the earlier Project courses and others have not. Procedures will have to be included to help those who have not had the course build the needed background while the other pupils study new materials.

5. The rest of the school curriculum, both in social studies and in other fields.
The teacher will need to consider questions such as the following:

   (a) Will pupils study other courses from this Center's curriculum in later grade levels, or will there

need to be more of an attempt to help pupils limit generalizations in this one course?

(b) What are pupils studying about propaganda techniques, logical arguments, or reading and writing skills in their English classes?

(c) What are or have pupils studied about sampling procedures or correlations in math classes?

(d) What are or have pupils studied about the scientific method in science classes?

6. Materials available for the course.
Some procedures will have to be omitted if needed materials are not available or if other materials cannot be substituted. However, the teacher can attempt to obtain such materials for another year. He can also develop some of his own studies and adapted readings.

7. Current Affairs
Some of the suggested procedures can be adapted to take advantage of current affairs. For example, once the Viet Nam war is ended, another crisis or problem can be substituted to illustrate a current example of presidential decision-making. Or the study of water pollution can be omitted in favor of the study of a local problem which cannot be solved by the local community acting alone. Local government issues can be used to teach about political conflict, accommodation, and political decision-making in connection with most of the units.

8. Factors in the community which might affect how the teacher can handle certain controversial issues or the kinds of resource people available.

9. The need for variety in procedures from one unit to the next, from one day to the next, and within any class hour.

As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or present certain data before other ideas are presented. Certain case studies provide data and generalizations which are needed to understand later case studies. These ideas could have been written into the later case studies, but this has not been done. In the legislative unit, for example, much of the information needed to understand legislative procedures or why there is such heavy use of committees is written into the first case study on the 1960 Civil Rights Act. It is difficult to teach the case study on the 1964 act without this background. In the unit on the judicial process, one could begin with an analysis of the brief first-amendment cases in the paper, "You Be the Judge." However, to analyze these cases, pupils need to understand how the fourteenth amendment has been reinterpreted to extend the protection of the first amendment against more and more types of state action. This idea is developed in the case studies on the Gideon and Irvine cases. Before the order of procedures or content is shifted, the teacher needs to analyze the concepts and data needed to teach each procedure in order to decide whether the shift is wise or, if it is made, what else needs to be shifted in order to provide the background needed for carrying out the procedure.

Whatever the teacher does, he should develop a logical flow. A jumbled order which has no logical progression may interfere with pupils' organization and development of ideas. Moreover, if many topics are treated superficially at one point early in the unit and then treated again later, the interest needed to motivate study may be blunted. By all means the flow of the units should not be determined just by who happens to be ready with a report or panel discussion first. Nor is it wise to set up a series of reports to be presented one after another, with no variation in procedure and without any attempt to fit them into their proper place in the schedule of other procedures for developing topics.

The teacher will need, of course, to adapt the teaching unit from day to day to make sure that he provides variety of procedures within each day's lesson. Except in unusual cases, eighth grade pupils should not be expected to maintain a high interest level if they are asked to do the same thing for the entire class period. Although the resource units have been written to provide a variety within the present order of procedures, the main responsibility for providing this variety must lie with the teacher. Since he will not use all of the procedures suggested in the resource unit, and since he will add others, he could end up with little variety from day to day or within one class hour. Moreover, he will get behind in his plans or shift his plans somewhat from day to day depending upon what happens in class. This does not mean that he must make marked changes in the flow of procedures. It does mean that even a teaching unit must be adjusted from day to day. Few teachers, if they are flexible enough to take into account pupil questions and interests, can build lesson plans for even one week without making adjustments from day to day. These plans will fit into the overall unit, but the unit cannot be developed ahead of time merely as a set of lesson plans to be followed day after day. Consequently, small adjustments in the order of procedures may have to be made each day in order to provide variety in the lesson.

The teacher must keep in mind other questions as he decides which procedure to omit or which procedures to add. First, has he kept at least some procedures to teach each of the objectives he has decided to try to achieve? If not, can he add others to achieve these ends? Second, has he kept procedures to teach all of the content suggested? If not, does he think this content should be taught? If so, he must think of other ways of presenting it. At the present time there are a number of suggested procedures to teach most of the objectives and even a number to teach some of the content. The content must also be cut if all of the procedures designed to teach it are omitted. This statement seems self evident. However, sometimes teachers suddenly come to a certain point in a unit, with no other plans to teach content they think important. They do the easiest thing at the last moment--lecture to cover it. An informal lecture may be used at times, as this guide makes clear on page seven; however, other procedures might be better or the content itself might be cut in some classes.

As the teacher shifts activities around, he should also remember that each procedure is written to accomplish certain objectives. If an initiatory procedure is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore pupils' existing knowledge, skills, and

attitudes, arouse their interest, relate the unit topic to previously-studied material, or develop an overview for the unit. Similarly, if later procedures are shifted to the introductory stage they will need modification. Use of a film to introduce a unit will differ from its use during the developmental stage of a unit which will in turn differ from its use during a culminating stage. Its introductory use might be designed to raise questions or provide an overview. During the developmental stage it might be used to provide data for thorough analysis of a specific topic or to help teach a specific skill or develop an attitude. During a culminating stage it might be used as a summary or even as a test device in which pupils are called upon to suggest limitations of the data or to compare its presentation with what they have already learned in the unit. Usually, the same film is not equally useful for all three purposes; however, some films could be used at any stage if the teacher adapts the procedure to the purpose.

These resource units are already voluminous. It is impossible to suggest all of the ways in which one procedure might be varied or one material might be used. Naturally, pupils could prepare written reports rather than oral reports on certain topics. Or an oral report could be turned into a symposium, a panel discussion or role-playing. Or pupils might present the same material through charts and bulletin board displays or mock newspapers, etc. The decision on which form to use may depend upon the teacher's assessment of how important it is for the entire class to obtain the information, upon the extent to which he has relied upon oral reports in the last unit, and upon his assessment of the relative effectiveness of using oral reports in a particular class. Of course written reports or other types of written material can be dittoed for class use and charts and bulletin board materials can be studied by the entire class. However, the teacher must decide whether or not the topic suggested for an oral presentation is important for the entire class or crucial to the unit before he decides whether or not and in what ways to modify the suggested procedure.

PREPARATION OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K-12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper #1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for pupils. Rather, the aim was to try out the curriculum, using as many materials available from other sources as possible and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units.

As the project developed, it was found that many new pupil materials were needed to develop the kind of eighth grade course which was envisioned. The Center's funds could not be stretched enough to cover the costs of developing all of these materials. Therefore, the first versions of some case studies were developed by a graduate student on his own time and without pay from the project. These case studies

were revised and most of the other case studies and papers were written by Professor Edith West during the summer months when she was not paid by the University or from federal funds. The materials were loaned to the Center for use by teachers during the tryout of the curriculum. They cannot be duplicated without permission of the authors.

As several introductions to resource units indicate, arrangements were made with publishers to mimeograph selections from their publications for a collection of readings on certain unit topics, etc.

AVAILABILITY OF MATERIALS

For the time being, resource units and many of the pupil materials will be available from the Center in mimeographed form. Other arrangements for their distribution may be made in the future. It should be pointed out, however, that some of the pupil materials are not in the public domain. For example, a graduate student developed the first versions of three case studies on his own time and without pay from the project. These case studies were revised and others written by Professor Edith West during summer months when she was not paid by the University or by federal funds. This was done because of the shortage of funds and the need for more pupil materials to try out the ideas of the Center's staff. The materials were loaned to the Center for use by teachers during the try-out of the curriculum. They cannot be duplicated without permission of the authors.

As several introductions to resource units indicate, arrangements were made with publishers to mimeograph selections from their publications for a collection of readings on certain unit topics. This arrangement was made for a limited period of time so that the course could be tried out in classrooms. It was made necessary because of the dearth of other kinds of pupil materials available in published form for eighth grade pupils. Most of the selections were adapted in some way for eighth grade readers for this tryout. For example, difficult words were explained in footnotes or were followed by easier synonyms in brackets. Some difficult words were omitted, with omissions indicated by dots; words with equivalent meanings were substituted in brackets. Moreover, selections were shortened to omit difficult sections or parts not particularly appropriate for the unit. All omissions were indicated in the usual way, and pupils were taught to recognize the meaning of dots and brackets. Although the Center does not have permission of the publishers to turn over this material to the public domain, it has indicated the source of the material from which adaptations were made in the appropriate places in the resource units and in public domain versions of some of the pupil material.

As this collection of materials was developed, an attempt was made to include materials of different reading levels and for different purposes. For example, when it seemed desirable to have all pupils read on a topic such as why people go into politics, readings were provided at different reading levels, to suit different abilities of class members. On the other hand, some readings were provided for pupils preparing oral reports or panel discussions. Since these varied in difficulty, the teacher has to consider the difficulty of materials before having

pupils select individual or group activities. Although the readings are not available, the references in the materials section continue to provide this variation in reading level.

The Center also obtained temporary permission to mimeograph a number of tables for which staff members developed a series of exercises. These tables cannot be turned over to the public domain, but each source is listed so that teachers will know where to locate them. The exercises developed on the tables are part of the materials which are in the public domain.

Each resource unit contains a fairly lengthly bibliography which lists materials for teacher use, those from which materials have been adapted, and materials for pupils. The teacher should have available a good college text which presents the modern behavioral approach to political science. One which this staff has found useful for teachers is James MacGregor Burns and Jack Walter Peltason, Government by the People (Englewood Cliffs: Prentice-Hall, Inc., 1963 edition). It would also be helpful to have on hand Robert Dahl's paperback booklet on Modern Political Analysis (Englewood Cliffs: Prentice-Hall, Inc., 1963).

The resource units and materials prepared for the public domain were developed by several people. Professor Frank J. Sorauf of the Political Science Department at the University of Minnesota wrote a series of background papers for the different unit topics. These papers identified the things which he thought important for pupils to learn about each unit topic. They also contained suggested bibliographies. The background paper on Decision-Making in the Local Community was prepared by his assistant Caroline Wolf, under his direction. These papers were used by staff members who developed the resource units and by teachers trying out the materials in their classes. They are attached at the end of the resource units.

The resource units were prepared by Professor Edith West and by Michael Rockler, an instructor at University High School who wrote the first draft of the legislative unit. These units were tried out first at University of Minnesota High School and then in revised form by teachers in the following public schools of Minnesota: Robbinsdale, Richfield, and Minnetonka. Materials were revised once more by Professor West in the light of the suggestions from teachers who used the materials.

The following teachers who have used the materials have provided invaluable suggestions for changes and additions: Mr. Roger Waggen of the Minnetonka Public Schools, Mrs. Zenith Santee and Mr. Thomas Crampton of the Robbinsdale Public Schools, Mrs. Mary Francis and Mr. LeRoy H. Olson of the Richfield Public Schools, and Mr. John McCullen and Mr. Michael Rockler of the University of Minnesota High School. In addition, some of the original versions of units were tried out by a number of student teachers at University High School. Their suggestions proved very useful. The Center's staff is indeed grateful to all of these people for their help. It also wishes to thank Professor Samuel Krislov, of the University's Political Science Department, for his criticisms and suggestions on one of the case studies for the Legislative unit. The Center's staff would welcome other suggestions from teachers who use these units in the future.

SEQUENTIAL DEVELOPMENT OF CONCEPTS

	Over-view	Political Parties and Elections	Execu-tive	Legis-lative	Judi-cial	Local Decision-Making
*1. Culture (Political)	X	X	X	X	X	X
*a. Norms	X	X	X	X	X	X
*b. Values	X	X	X	X	X	X
*c. Attitudes	X	X	X	X	X	X
d. Interests and goals	X	X	X	X	X	X
e. Ideology	X	X	X		X	
1) Democracy	X	X	X	X	X	
2) Totalitarianism	X					
3) Freedom	X	X	X	X	X	
a) Civil rights		X	X	X	X	
*f. Learned behavior	X	X	X	X	X	
g. Diversity	X					
*2. Socialization (Political)		X	X	X	X	
*3. Communication (Political)		X			X	
*a. Symbols		X				
b. Images		X			X	
c. Persuasion		X				
4. Political man	X	X	X	X	X	
*a. Role perceptions		X	X	X	X	
*b. Role conflict		X	X	X	X	
*5. Conflict	X	X	X	X	X	X
*a. Political	X	X	X	X	X	X
*1) Scarcity of or conflicting goals)	X	X	X	X	X	X
*6. Power	X	X	X	X	X	X
a. Agglomeration		X	X	X	X	
*1) Voluntary organizations		X	X	X	X	
a) Interest groups		X	X	X	X	X
b) Political parties		X	X	X	X	
*b. Coalitions		X	X	X		

* Introduced in earlier course (though not applied to particular type named in parentheses.)

	Over-view	Political Parties and Elections	Execu-tive	Legis-lative	Judi-cial	Local Decision-Making
*c. National			X			
*7. Leadership (Political)		X	X	X	X	X
a. Recruitment		X			X	
*b. Functions		X	X	X	X	
c. Style			X	X	X	
*8. Institution (Political)	X	X	X	X	X	X
*a. Informal		X	X	X	X	
*1) Norms		X	X	X	X	
2) Access to decision-makers		X	X	X	X	X
*b. Formal	X	X	X	X	X	X
*1) Structure	X	X	X	X	X	X
*2) Constitution	X	X	X	X	X	
3) Specific political institutions	X	X	X	X	X	X
a) Federalism	X	X	X	X	X	X
b) Unitary	X				X	
c) Separation of powers	X	X	X	X	X	
(1) Executive	X	X	X	X	X	
(2) Legislative	X	X	X	X	X	
(3) Judiciary	X	X	X	X	X	
d) Parliamentary system	X					
e) Civil liberties	X	X	X	X	X	
9. Decision-making	X	X	X	X	X	X
*10. Accommodation or conflict resolution	X	X	X	X	X	X
*a. Compromise	X	X	X	X	X	
*11. Public Policy or Law	X	X	X	X	X	X
*a. Allocation (scarce or conflicting goals)	X	X	X	X	X	X
*b. Sanctions (formal)	X				X	
12. System	X					
*a. Political system	X				X	
b. International			X			
1) War			X			
*13. Group morale and cohesion		X	X	X	X	

	Over-view	Political Parties and Elections	Executive	Legislative	Judicial	Local Decision-Making
*14. Location			X			
*a. Position			X			
*b. Situation			X			
*c. Site			X			
*15. Diversity (geographic)			X			
*16. Interrelatedness			X			
*a. Trade			X			
*b. Interdependence			X			

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
1. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual, and cue-book to the political system. However, no country lives up to its ideology completely.	X	X			X	
2. The individual participant in the political process approaches the process with a complex of political attitudes, outlooks, values and goals.		X	X (sub-point)	X (sub-point)		X
3. A person's political attitudes, outlooks, values, and goals are learned through a process of political socialization.		X				
+a. The process of political socialization is a continuous process; the individual acquires new values and patterns of behavior, and a sharp change in his life may result in resocialization.				X (sub-point)		
*b. Freedom is to a large extent culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he sould exercise them, and a desire to exercise them.		X				
*4. Individuals know the politidal system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.		X			X (sub-point)	
*5. In political conflict there is a struggle over control of scarce values or goals; the conflicting sides attempt to use the authority of the political system to win the conflict.		X	X		X	
6. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.		X			X	

	Over-View	Pol. Parties	Exec.	Leg.	Jud.	Local
7. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office and policy alternatives.		X				
a. The structure and functions political parties assume depend on the political culture of the system and on the functional demands of the political system itself.		X				
b. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.		X				
c. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.		X				
d. Groups (including political parties) have latent (hidden or unexpressed) functions, as well as manifest (expressed)functions.		X				
e. The interest group operates and attempts to bring influence to bear whereever in the political system public policy is being made.				X	X	X
1) The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-makers.		X		X (sub-point)	X	X
2) The interest group serves an important role in activating and socializing its members into political activity.		X				

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
3) The effectiveness of interest groups may depend on the degree of internal cohesion they can maintain within the organization and on the human and material resources they can mobilize.		X				
4) No interest group pursues its goals entirely through the political system; it is drawn into political activity only in specific instances of goal seeking.		X			X	
f. The larger, the more complex, and the more heterogeneous the society, the greater the number of organizations and associations that exist within it.		X				
g. Struggle or conflict may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are at stake.		X		X		
h. Conflict serves to establish and maintain the identity and boundary lines of societies and groups.		X				
i. Not all members of any group are exactly alike; they have different motives for joining the group, differing rates of participation, differing degrees of loyalty to the group, and different attitudes toward a number of issues.		X (sub-point)		X		
1) Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.		X				
2) One of the major causes of factionalism within a group is the involvement of some of its members in other groups or organizations which have competing goals and values.		X				
+8. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies to provide intellectual leadership; the type of leader will differ according to different situations.		X	X		X	

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
*a. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies to provide intellectual leadership.		X			X	
1) One of the major strategic decisions which the leadership faces is the deployment and use of the resources of the organization with maximum efficiency and effect.		X	X (sub-point)			
2) The intellectual and harmonizing functions of leadership are rarely combined in the same person.		X	X (sub-point)			
b. Leaders are usually chosen for the qualities which members think needed at the moment. Leaders who fit one situation may not fit another.		X				
c. In general, the style of the leader is determined more by the expectations of the membership and the requirements of the situation than by the personal traits of the leader himself; however, personal factors do make for differences in style.		X		X		
9. Political power is distributed unevenly through a population even in a democracy; the concept of one man -- one vote insures only a minimum opportunity for influence.		X	X	X	X	X
a. Many factors affect the relative influence and power among citizens.	X					
*1) The unequal distribution of power reflects the basic unequal distribution of resources, skills and motivation in the society.		X				X
*2) The unequal distribution of power reflects the fact of political organization; individuals join in aggregates to increase their political power by joining it with others.			X (sub-point)			X
3) Political power is affected by access to political decision-makers.		X		X (sub-point)		

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
*b. Members of any group delegate responsibilities and rights; they assign certain role behaviors. This division of labor is likely to create hierarchial authority relationships.		X	X (sub-point)	X (sub-point)		
c. An individual may have power at one point in the political system but not at another point; that is, political power relates to specific points of decision-making within the political system.			X (sub-point)	X (sub-point)	X	X
d. Political power may rest in formal governmental positions, but it need not.		X				X
+10. An institution is an interrelated cluster of roles and the attached meanings and values. Changes in these roles and their relationships bring changes in the institution.					X	
+*a. All societies have potential conflict and must work out some means of trying to settle disputes and accommodate differences.	X	X	X	X	X	
+1) Every society must have some minimum of order or regularity of behavior if chaos is to be avoided.	X					
2) Societies must work out some means of accommodating differences if violence is to be avoided.	X					
+3) All societies must develop some means of enforcing laws and working out new laws.	X					
+4) The greater the population density and the more complex the technological system, the greater the need for more laws and for some institution for changing laws.	X					
+*5) Some norms are considered so important in a society that they will be enforced through the use of force if necessary; other norms are considered less important.	X					
b. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.		X		X		

	Over view	Pol. Parties	Exec.	Leg.	Jud.	Local
c. Constitutions change by formal amendment and by changes in custom and interpretation.		X	X	X	X	
d. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency and diversity.	X	X	X	X	X	
e. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.	X			X	X (sub-point)	X
f. The separation of powers is built on an assumption of political functions which cannot easily be separated in reality.			X	X	X	
g. The role of the judiciary depends on the system of law and the nature of the Constitution which it expounds.					X	
11. Decision-making in a large complex society is shared by several groups and is subject to varying influences.		X	X	X		
a. The vote decision of an individual can be important in affecting the outcome of an election.		X				
b. The institutions of government constitute the arenas or the structure in which authoritative decisions of the political process are made; they affect those decisions by limiting or granting access to decision-makers, setting the procedures of decision-making, setting the powers of decision-makers, informally distributing power among decision-makers, and setting the norms to be followed by decision makers.		X	X	X	X	X
*c. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.	X (Sub-point)	X	X	X	X	X
d. Decision-making is affected by other people, including members of primary groups.		X				

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
1) The decision-maker reacts to pressures from other decision-makers and from people outside of government.			X	X	X	X
e. Executive decisons are limited by many factors: permissability, available resources, available time, available information, and previous committments.			X			
f. An official may experience role conflict because of the many roles he must assume.			X			
1) The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.				X		
g. A law or policy must be effecuated or applied; in that process the whole decision-making and influence process goes on again.			X		X	
h. Attempts to abstract political decision-making from the pressures of the political system (from politics) have not succeeded.		X			X	X
12. Conflict may be ended by accommodation without compromise, by one side giving in completely to the other.			X			
13. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position.		X (sub-point)	X	X		
a. Compromise is more likely to occur where there is a relative equality of power and therefore something approaching a deadlock in the decision.		X		X		
b. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.		X		X		

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
*c. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.		X				
d. Compromise is often achieved in the political system by reliance on ambiguous symbols, words, etc. or by postponing the substantive resolution of disagreement by an empty formula.		X			X	
*14. Accommodation between antagonistic rivals is possible only if each is aware of the relative strength of both parties and of their will to use this strength.		X	X	X		
15. Taking the policy-making process as a whole, the general strategic advantages lie with the status quo.				X	X	
16. There are no easy solutions to social problems; since most social problems arise from multiple causes, simple solutions are unlikely to do away with all of the causes. Moreover, the solution to one problem may give rise to other problems or unanticipated consequences.		X				
17. The political system is the authoritative allocator, the mechanism by which society finally and ultimately decides which interests, goals and wants shall be enforced on and in society.	X				X	
18. The political system includes a number of major components, each of which affects the other components.	X	X	X	X	X	
19. The international system may be looked at as a series of power relationships.			X			
20. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the greater number of adults in the society; in other types of political systems, policy-making and political participation are open only to the few.	X					

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
a. Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice.	X					
*21. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.	X		X		X	
+a. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all attempts to create and modify political institutions.					X	
22. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.	X	X			X	
23. Government action may both protect and restrict individual rights.	X			X	X	
a. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.	X				X	
24. There are probably some social conditions which are necessary for a democracy to operate effectively.	X					
25. Democracy is dependent upon the efforts of the people and their willingness to study issues, hold offices, do jobs.		X				
26. Totalitarian governments extend the scope of politics far beyond the usual to include almost all aspects of life; democracies tend to limit the scope of politics.	X					

	Over-view	Pol. Parties	Exec.	Leg.	Jud.	Local
* 27. Every place has three types of location: a position, a site, and a situation.			X			
+28. In spite of the earth's diversity, there is an interrelationship of places in the world.			X			

CHART SHOWING SEQUENTIAL DEVELOPMENT OF SKILLS IN COURSE

	Over-view	Polit-ical Par-ties	Exec-utive System	Legis-lative System	Judi-cial System	Commun-ity De-cision Making
ATTACKS PROBLEMS IN RATIONAL MANNER						
*1. Is alert to incongruities, recognizes problems, and is concerned about them.						X
+2. Selects problems for study according to specific criteria.						X
3. Defines problems by isolating basic issue, defining terms, identifying assumptions and values involved, and determining sub-problems which must be investigated.						X
4. Considers possible hypotheses and/or alternative courses of action. (Sometimes objective is stated in unit: Sets up hypotheses.)	X	X	X	X	X	X
5. Clarifies and refines hypotheses and deduces possible consequences (if-then statements).		X				
6. Considers possible consequences of alternative courses of action.	X	X				X
* 7. Sets up ways of testing hypotheses.						X
IS SKILLED IN LOCATING INFORMATION						
*1. Uses the index in a book.		X				
* 2. Uses the Reader's Guide to Periodical Literature.		X	X	X	X	
3. Uses Current Biography and Who's Who in the United States to locate information about living people.					X	

* Introduced in earlier courses.

	Overview	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
*4. Uses general almanacs.		X			X	
5. Uses U.S. Government Organizational Manual.			X		X	
6. Uses Statistical Abstract.						X
7. Uses state legislative manual.		X			X	X
*8. Locates sources of information by using telephone directory.						X
*9. Skims to locate information.	X	X		X	X	X
IS SKILLED IN GATHERING INFORMATION						
*1. Reads with understanding.						
+a. Reads for the main ideas; is able to use the introduction, summaries, headings, first sentences in paragraphs, and signal words to pick out main ideas.	X	X	X	X	X	
+b. Reads for details. (Reads for details which support or contradict generalizations and main ideas; identifies words and phrases which are intended to persuade; identifies assumptions, stated and unstated; reads for comparisons.)		X		X		
+c. Reads to organize what is read. (Works out structure of material read; relates ideas to ideas acquired from other sources and reorganizes own structure for topic.)			X			
*d. Adjusts reading rate to purpose in reading and to type of reading material.		X			X	

	Over-view	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
*e. Increases his understanding of social studies vocabulary by studying context in which words are used and using a dictionary. Reads social studies terms with comprehension.		X	X	X	X	
*2. Takes notes on reading.	X					
*3. Draws inferences from tables, graphs, and charts.	X	X		X	X	X
*4. Gains information by listening.	X	X	X		X	X
+a. Listens to structured speeches for main ideas, supporting details and to evaluate what he hears.			X			X
+b. Adjusts type of note-taking to type of oral presentation.	X	X				
*5. Gains information through interviews.		X	X			X
*6. Increases the accuracy of his observations through the use of questionnaires and content analysis techniques.		X				X
+7. Uses simple sampling techniques.		X				X
*8. Interprets cartoons.		X	X		X	
EVALUATES INFORMATION AND SOURCES OF INFORMATION						
*1. Distinguishes between relevant and irrelevant information (including persuasion devices as irrelevant information).		X	X			X
*2. Checks on the bias and competency of witnesses, authors, and producers of material.		X	X	X	X	X

	Over-view	Polit-ical Par-ties	Exec-utive System	Legis-lative System	Judi-cial System	Commun-ity De-cision Making
3. Recognizes differences in difficulty of proving statements.			X		X	
*4. Distinguishes between facts, inferences, and value judgments.	X	X	X		X	
*5. Identifies and examines assumptions to decide whether he can accept them.		X	X		X	
*6. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.		X	X		X	
a. Rejects assumption of cause-effect relationship in correlations; looks for another factor which may affect both parts of correlation.		X				
b. Rejects post-hoc arguments; looks for another factor which may have caused the later event.		X				
*c. Is sceptical of single-factor theories of causation.		X				
d. Rejects whole-part arguments and insists upon further data.		X				
*e. Identifies card-stacking.		X				
f. Is alert to the use of biased years in making comparisons.		X				
*g. Examines sample used in study to see if it is representative of the population for which generalizations are made.		X				
*h. Constantly looks for causative factors other than those mentioned in source of information.		X				

	Overview	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
*7. Identifies inconsistencies in material.		X	X			
ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS.						
*1. Classifies data.		X			X	
*2. Applies previously-learned concepts and generalizations to new data.		X	X	X	X	X
+3. Organizes information according to some logical pattern which fits his topic. (Distinguishes between major and subordinate points; identifies major ideas; omits irrelevant data; chooses appropriate type of organization.)			X			
*4. Tests hypotheses against data. (Checks, refines and eliminates hypotheses and works out new ones where necessary.)		X	X	X	X	X
*5. Studies data to see if he needs to gather more data before coming to a conclusion.		X				
*6. Generalizes from data.			X	X		
*7. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.						X
COMMUNICATES EFFECTIVELY WITH OTHERS.						
*1. Uses techniques to clarify ideas and arouse interest.			X			

	Over-view	Polit-ical Par ties	Exec-utive System	Legis-lative System	Judi-cial System	Commun-ity De-cision Making
*2. Presents effective oral reports.		X	X			
3. Presents effective panel discussions.		X				
4. Presents effective round-table discussions				X		
5. Presents effective symposiums.		X	X			
HAS A WELL-DEVELOPED TIME SENSE.						
*1. Makes and interprets timelines to help him look for interrelationships among events.			X			
WORKS EFFECTIVELY WITH OTHERS.						
*1. Helps create and preserve an atmosphere in which all members of a group feel secure and anxious to participate.		X				
2. Is willing to study ideas objectively, without becoming upset by criticisms; is able to profit from criticism.		X				
*3. During discussions, keeps to the point and helps move the discussion along.		X			X	

CHART SHOWING PLACEMENT OF ATTITUDINAL GOALS

	Over-view	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
BEHAVIORAL GOALS RELATED TO SCHOLARLY VALUES						
*1. Values the scientific method and rational thought as applied to social as well as to natural data.		X			✓	
*2. Respects evidence even when it contradicts prejudices and preconceptions.		X	X	X	X	
*3. Is sceptical of "conventional truths" and demands that widely-help and popular notions be judged in accordance with standards of empirical validation.		X	✓	✓	X	
*4. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.	✓	X	X	✓	X	X
*5. Searches for evidence to disprove hypotheses, not just to prove them.		X	✓	✓	✓	X
*6. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.		X	X	X	X	✓
*7. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.		X	X	X	X	✓

X Stated as Objective
✓ Should develop in part as result of work on skills or study of content, even though not stated as unit objective.

	Overview	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
*8. Is curious about social data and human behavior and wishes to read and study further in the social sciences.	X	X	X	X	X	
*9. Evaluates information and sources of information before accepting evidence and generalizations.		X	X	X	✓	
BEHAVIORAL GOALS GROWING OUT OF KNOWLEDGE OF SOCIAL SCIENCE CONTENT						
*1. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.		X	X	X		X
*2. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help men achieve their goals.		✓	✓	✓	X	
BEHAVIORAL GOALS RELATED TO PUBLIC VALUES						
*1. Feels a sense of responsibility for keeping informed about current problems.		X	X	X	X	X
*2. Has a sense of responsibility for taking informed action about problems confronting the nation.		X		✓	X	X
*3. Accepts the will of the majority until it can be changed by peaceful means.	X	X				
*4. Supports freedom of thought and expression.		X	X	✓	X	
*5. Values procedural safeguards needed for a fair trial.	X		X		X	

	Over-view	Political Parties	Executive System	Legislative System	Judicial System	Community Decision Making
*6. Desires to protect the rights of minorities.			X	X		
7. Believes in equality of opportunity for all.		X		X	✓	
*8. Evaluates proposals and events on the basis of their effects upon individuals as human beings.			✓	✓	✓	X
9. Values institutions as a means of protecting human welfare, not because of tradition; is willing to change institutions as times create new problems.				X	X	X
10. Has a reasoned loyalty to the U.S. and desires to make it an ever-better place in which to live.	X	X	✓	X	X	
BEHAVIORAL GOALS SPECIFIC TO THIS COURSE						
1. Accepts the idea of political compromise as a necessity in a country made up of many heterogeneous groups and interests, but scrutinizes each proposed compromise in the light of values and possible courses of action. (Related to number 9 under public values.)	*	*	*	*		*
2. Values political activity as an essential aspect of democratic government; does not equate politics or politicians with wrongdoing. (Related to public value number 2.)		*	*	*	*	*
3. Believes that law and government are necessary, but evaluates laws in terms of human welfare. (Related to public values 2,3,8,9.)	*				*	*

* Not specified under objectives for unit because not stated among overall goals for K-12 curriculum, but should develop as a result of studying unit content.